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ABSTRACT

This short booklet explains the education foundation approach to raising money for schools, describes how administrators or boards of education can start an education foundation, and presents profiles of six foundations throughout the country. The author emphasizes that, of all the attempts to find supplementary school funds, the local nonprofit education foundation, offering tax deductions to donors, has been the most successful. Outlined are the Ford Foundation program to aid groups forming local education funds, how to start a foundation, where to find money, what principals can do, the advantages of being independent from the school district, the importance of choosing appropriate members for the foundation board and who these might be, why small grant programs have been successful and how to start them, and the teachers' role. Specific "Do's and Don'ts" are suggested, including getting a volunteer lawyer to fill out nonprofit forms, funding specific dynamic programs, and beginning with a pilot school. Key questions asked by school administrators and their answers are listed. The six case studies of foundations are intended to show the wide variety of approaches communities are using to start foundations to improve education. (JM)

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THE LOCAL EDUCATION FOUNDATION:

A New Way To Raise Money for Schools

By George Neill

U.S. DEPARTMENT OF EDUCATION
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The School Foundation: Introduction

A rapidly increasing number of communities are turning to a successful new approach for raising additional money for public education—the school foundation. The main beneficiaries of this approach are students and teachers in public elementary, junior, and senior high schools.

The idea has spread so rapidly in the last two years, in fact, that it is now being called a movement—the School Foundation Movement. Several hundred local foundations are now operating from coast to coast, and many more are in the planning stage, according to estimates by national authorities on the subject. But these are only estimates. No one knows the exact number. In California alone, the Education Commission of the States reports, more than 60 foundations provide funds to enrich school programs.

The cause of this rapid growth is not hard to find. It can be stated in two words: economic necessity.

Not since the Great Depression of the 1930s have public schools found themselves confronted with the need to cut their programs so severely. And, of all the approaches schools and their supporters have attempted in their efforts to find new supplementary sources of funding, the local nonprofit education foundation, offering tax deductions for its donors, has been the most successful.

The stage was set for the flourishing of school foundations by a combination of factors: Propositions 13 in California and 2½ in Massachusetts, and similar initiatives to limit taxes in other states; declining enrollment; runaway inflation from the late 1970s to 1981; cuts in federal aid; taxpayer unhappiness with declining student achievement; and the economic recession of 1981–83.

California school districts were surveyed in 1982 by Peat, Marwick, Mitchell and Co. (PM&M), a management consultant firm. Findings included the fact that 61 percent of the districts responding either had a foundation underway or were planning to start one; and that districts with foundations "were significantly more successful in fund raising." The average raised in 1981–82 by the communities without foundations was only $7,540; the figure for those with foundations was $60,952.

Why So Successful?

After reviewing the results of its study, Peat, Marwick, Mitchell and Co. offered three reasons for the startling expansion and success of the education foundation movement:

- The foundation structure is separate from the governing structure of the school district, which gives it the ability to independently argue the financial case for the district.
- The foundation structure is a time-tested vehicle for mobilizing community support and providing a forum for active participation.
- The foundation signals a commitment to an active program that can appeal to potential donors.

A Variety of Approaches

The local foundations now in operation embrace a wide range of models. Each foundation has approached and resolved the issue of how to operate in its own unique way.

While one school foundation grew out of an independent corporation for economic growth in a major city, another was started by a school system in a small town, according to *Works in Progress*, a report on a Ford Foundation-sponsored conference on the school foundation movement held in San Francisco in October 1982. While some foundations choose to maintain an independent status and allocate their funds directly to teachers, another turns all its funds over to the school board, and still another makes grants only to parent groups, the report said.

Most of the foundations, however, turn their funds over to the school district to let it use as it thinks best. Of the several hundred school foundations now in operation, approximately 20 make the decision themselves on how the money will be spent by the schools. They don't, however, go ahead with a grant if the district objects. These earmarked grants by the independence-minded foundations are usually small and are directed to classroom or school projects proposed by a teacher or a principal; to specific enrichment programs such as a school orchestra; to computer and computer software purchases; and to student scholarship programs.

Boost from the Ford Foundation

The Ford Foundation gave the foundation movement a major boost by forming the Public Education Fund (PEF) in February 1983. This private, nonprofit, tax-exempt organization, located in

Pittsburgh, Pa., and formed with the help of Pittsburgh's Allegheny Conference on Community Development, plans to create approximately 40 local education foundations in various parts of the country during the next five years.

To accomplish this task, according to David Bergholz, PEF president, the fund expects to distribute approximately nine million dollars in matching grants to assist in the development of community-based education funds. It also plans to provide technical assistance to groups interested in the formation of local education funds linking business, labor,and civic leadership with the local public school system.

The future direction of the entire education foundation movement could be substantially influenced by policies the PEF favors. In a nutshell, the PEF wants to promote foundations that cooperate with, but to a significant degree are independent of, local school boards. These PEF-favored foundations would seek "to improve the quality of education and increase the confidence of the community in public schools."

More specifically, PEF-backed foundations would fund a number of programs, including small grants to teachers for innovative classroom projects, partnerships-in-education, educators-in-residence, and public information programs. The PEF-supported foundations could also give grants to principals and to individual schools.

PEF cites two community education foundations as models for the ones it plans to help create across the country. They are the Allegheny Conference's Education Fund and the San Francisco Education Fund. Both favor small grants, especially to teachers. And both maintain independence from their respective school boards. But contact with board leadership is an active ingredient in the success of both programs.

How To Start a Foundation

Expert advice on how to start a local education foundation has come from several sources, including speakers at the Ford Foundation conference in San Francisco and the Salt Lake City (Utah) School District, which developed a plan for starting its own foundation.

Speakers at the San Francisco conference said there are two basic forms for most nonprofit groups: a charitable trust, and the more popular nonprofit corporation.

Most school foundations go the latter route, according to Thomas Silk, a San Francisco attorney specializing in laws regarding nonprofit organizations. "Find out your state laws and IRS tax rules," he advised, "before deciding on an appropriate legal form."

Silk advised that an attorney should be assigned to draft the foundation's articles of incorporation. Then, he said, hold the first meeting of the incorporators to approve the articles, adopt bylaws, elect the board of directors, establish the fiscal year, and approve the president's report on program plans.

"You can't really begin fund raising without your tax-exempt status," Silk explained, adding that it takes about six months to obtain letters of exemption from the federal and state tax agencies. "Without that piece of paper," he added, "you have no way to assure donors that their gift will be tax-exempt. Furthermore, no grant-making foundation or corporation will donate unless you have such a letter."

The plan developed by the Salt Lake City district provides a step-by-step approach to follow in setting up a foundation.

The Salt Lake plan recommended that the foundation be non-profit and tax exempt, and under the control of a board of trustees—numbering from 9 to 15 persons—appointed by the board of education. The district superintendent and the president, or an elected member, of the board of education should be members of this board. The plan also recommended that other members of the foundation's board be prestigious members of the community, willing to take an active role in fund raising, fund management, and program expenditures.

The report suggested that the foundation's board appoint a director who would also serve as an ex-officio member of the board. This director might be an employee of the school district. If this were the case, however, it was strongly recommended that a person or a firm be employed specifically to raise funds for the foundation until it was established. The district staff person would serve in a coordinating role. Secretarial help would be necessary, as well as access to the other resources of the district such as computer time, accounting and auditing services, etc.

In establishing the foundation, the plan suggested the following:

- That the board of education, with the superintendent, develop a clear statement of purpose for the foundation.
- That the school district pay for basic costs, such as legal work, filing fees, and other expenses necessary to begin operation.
- That the district attorney be contacted to prepare articles of incorporation and bylaws for the foundation. The attorney would also advise the board on the most appropriate way to set up the relationship between the school district and the board of trustees for the foundation.

- That the superintendent and members of the board of education begin work on appointing members to the foundation's board of trustees.
- That the foundation board of trustees be viewed as a prestigious group (members should be at the top of their field).
- That advertising and public relations be considered essential in planning strategies for an approach to the community.

In nearby Ogden, Utah, the Weber School District also operates a foundation. Its articles of incorporation provide a source of ideas for other districts interested in forming a foundation.

Article III states the foundation's purpose: "to promote, sponsor, and carry out educational, scientific, and charitable purposes and objectives." And it adds that the foundation may ". . . receive, hold, own, manage, use, purchase, mortgage, pledge, and dispose of property of all kinds, real, personal, and intangible, whether held absolutely in trust, or by way of agency or likewise, for the benefit of Weber County School District and the educational, scientific, and charitable activities and any or all of them that may be conducted by the Weber School District."

Article IV establishes the number of directors at 15, and notes how they are appointed. One is elected by the district's board of education; one is named by the district superintendent; the district superintendent and assistant superintendent are members; and 11 members are selected from the general public.

Copies of the articles of incorporation of the Weber School District Foundation and of the numerous other foundations mentioned in this report should serve as helpful guides for school districts planning a foundation of their own. The address of the Weber School District Foundation is 1122 Washington Blvd., Ogden, Utah 84404.

Where To Find Money

If you want to start a foundation, where do you find the money to make it viable?

An established local foundation is a good place to look for seed money. That's how the San Francisco Education Fund got its start. But for the long run, a newly formed local education foundation will have to look to a broad range of sources within its community.

At the 1982 San Francisco conference, Stephanie Spivey, executive director of the S. H. Cowell Foundation, pointed out that only 16 percent of the $50 billion given annually to private charity (excluding donations to churches) in the United States comes from foundations and corporations. The other 84 percent, she said, comes

from individuals. And that group, she added, is the one to go after to support your foundation.

When asked, "How do you get established financially if nobody wants to give until you are established?" Spivey answered: "Tap existing community groups, such as Rotary." Other speakers suggested Lions, Kiwanis, the Chamber of Commerce, and the Junior Chamber of Commerce.

Ed Nakamura, executive secretary, Association for California Education, told the conference audience that school boards in many states can form foundations and fund all or part of the budget. In many cases, for example, school boards paid the salaries of executive directors of newly formed foundations.

"There is money in several places," Homer Wadsworth, director of the Cleveland Foundation, pointed out to a conference session. "Don't worry about the big foundations," he added.

"The money that is often overlooked or not used at all is money that is handled by law firms and banks in the form of charitable trusts, normally not of a size to justify hiring somebody to operate a foundation or distribute the funds," Wadsworth said. "It is frequently used for the advancement of social purpose and business interests. It is available if you want to dig around and look."

"Under the law," Wadsworth continued, "a charitable trust is required to file a tax return; it's called a 990A form, and it's public.

"A great deal of money made in World War II resides in the hands of ladies who are between the ages of 70 and 85," he added. "They live in your communities and are often unknown. A little looking around," he advised, "is necessary and desirable."

Foundation centers, located in San Francisco, Cleveland, New York, and Washington, D.C., provide grant-seekers with excellent research facilities, including access to all 990A forms. In addition, information on 100 cooperative collections on sources of money throughout the country can be obtained by calling (800) 424-9836.

To get additional ideas for sources of funds, look at what other local education foundations have done. Although these foundations often take advantage of unique community resources, they illustrate a wide variety of opportunities. Here are five examples:

- The Benecia (Calif.) Education Fund tapped a major national corporation—Exxon—which operates a large oil refinery in the community.
- The Washington (D.C.) Parent Group Fund raised $9,000 at a luncheon hosted by Barbara Bush, wife of Vice President George Bush. See a capsule report on the fund on pages 15–16.

- The Laguna Beach (Calif.) Education Foundation's first annual fund-raising effort, according to Sandy Thorton, the fund's director, was a raffle for men only. The prizes, donated by parents, included a 1965 Mercedes convertible, five days in a Sun Valley condominium, a catered picnic, jewelry, and a helicopter ride.

  Although the cost of admittance was $1,000 per ticket, 55 men attended. Called "The World's Greatest Raffle," it raised $70,000 the first year, and the total has increased slightly each year since. Another annual event is a mail campaign in which an informative letter, pledge envelope, and bumper sticker are sent to all parents in the district. The result: $50,000 was raised the first year, and the total has increased slightly each year.

  In another innovative approach to fund raising, the fund solicits $25 donations from local merchants who are then listed in a Christmas card that is sent to all parents in the district. Additional fund-raising approaches are included in a capsule report on the fund on page 16.
- The Hillsborough (Calif.) Schools Foundation's most successful technique for raising money is knocking on doors and speaking to people about the local education program and appealing to parents' sense of guilt for voting for Proposition 13. Facts and strong feelings are used as weapons in speaking with the many high-income residents of this school district.
- The Beverly Hills (Calif.) Education Foundation also uses innovative approaches for raising money: an annual publication supported by local advertising; an annual celebrity basketball game; and an annual dinner honoring a civic leader. For more details, see the capsule report on the foundation on page 17.

What Can Principals Do?

In preparation for this report, a number of school administrators and foundation executives were asked what role principals can play in starting a foundation, and what role they should play after it is operating. Here are some of their answers:

- Get parents excited about the foundation, and let them carry the ball; point out specific projects that could be financed by a foundation, and suggest the foundation approach. Pick the right parents when you do this. They should be the dedicated leader type.—Madge Hastings, board member, Salem (Oreg.) Schools Foundation.

- Liaison and staff support are critical ingredients for success. In addition, principals should support the foundation at the site level.—Don Sherratt, principal, Alameda (Calif.) Unified School District.
- Be open and responsive to parents' ideas and opinions about the academic needs at their school. Our program evolved out of a volunteer effort on the part of talented parents who were welcome to try their programs at the school. Promote an equal partnership of foundation personnel, teachers, and administration—with a system of checks and balances built into the relationship. When starting a committee, look for parents with time and background in art, music, science, computer education, and financial and legal know-how.—Helen Troxel, president, Lafayette (Calif.) Arts and Science Foundation.
- Principals can help by establishing partnership programs with business, industry, and the community. They can also help by providing recommendations of scholarship candidates—Norman Feuer, assistant superintendent for special programs, Dayton (Ohio) City Schools.
- Work with parents groups, with the community foundation, and with the community's business and religious leadership—Etta Green Johnson, executive director, Washington (D.C.) Parent Group Fund.
- Get the bylaws of some of the existing foundations, and go from there. Foundations vary greatly depending on purpose and funding. The role played will, therefore, vary greatly also.—Elizabeth I. Kearney, program director, Pasadena (Calif.) Unified School District.
- Principals can help get a foundation started by developing a positive image of education in the community and by working hard to gain the support of parents. They should establish a program of proposed expenditure of anticipated money together with a rationale for so doing. Then, when the foundation is in operation, they should show students and parents how the foundation money is used in the schools.—Robert E. Fenton, president, Friends of Carmel (Calif.) Unified Schools (FOCUS).

Should the Foundation Be an Arm of the School Board?

Several California districts participating in the PM&M survey recommended that local education foundations be independent of the school board for the following reasons:

- An independently governed foundation can be helpful in seeking broad community support.

- An independent foundation may have more credibility than the district board in arguing for its financial needs.
- An independent foundation can seek the leadership skills of people from different professions to supplement those of district residents.

All four members of a panel at the Ford Foundation-sponsored conference agreed with the arguments for independence. "Make the foundation an independent, separate entity from the school district," they declared.

Giving a foundation the authority to make earmarked grants, however, is considered too much independence by many educators and foundation leaders. They argue that decisions on expenditure of funds for education should be made by the superintendent and the school board, not by the people who run the foundations.

The Right People: The Key to Success

Speakers at the Ford Foundation conference repeatedly stressed that a strong board of directors is the key to a successful school foundation.

"A school foundation is only as good as the board you pick to run it," Mary Mason, a trustee of the Mountain View-Los Altos (Calif.) Union High School District Foundation, told the 400 conference participants. "Pick people," she advised, "who will project the organization's image, purpose and philosophy, who reflect community demographics in general, and who possess the necessary talents, skills, and time to carry out board responsibilities."

Mason also suggested that funding sources for the foundation should be identified before selecting a board. "Select people who can approach each of these sources and credibly represent the group to them," she said. "If corporations are a source of funds," she added, "then have board members who come from business and industry."

Are you appealing to parents? Then select well known activist parents. And don't forget to appeal to nonparents in the community.

"Look for people who have time to give you, not just their names," Mason advised.

"The school foundation board should be nonpolitical and composed of people who are respected by the community, and who reflect the ethnic and age demographics of your area," Mason pointed out. "The foundation's board is a way to end the isolation of education in your community. It exists," she added, "not only to

raise funds for school projects, but it also offers an opportunity to reunite education with community responsibility for quality education."

Success with Small-Grant Programs

Enthusiastic about the results obtained by the small-grant program he directed for the Allegheny Conference Education Fund in Pittsburgh, David Bergholz is eager to share its successful experience with educators and community leaders in other areas. "The prime goal of a small-grant program," Bergholz explains, "is to reward teachers with the opportunity to put exciting and often long-cherished ideas into practice. Small grants," he adds, "allow teachers to enrich the standard curriculum in ways that directly affect students' day-to-day classroom experiences."

Pittsburgh's small-grant activities have ranged from projects in regular academic areas to those in the arts, vocational training, and special education.

Bergholz says the benefits don't stop with the completion of each individual grant. "Often, other teachers adapt resulting ideas for use in their own classrooms," he points out. "Materials developed in small-grant projects frequently become part of a school's regular curriculum."

Bergholz says the Pittsburgh effort, called the Mini-Grant Program, has awarded 60 grants each year for a total annual cost of $20,000. "But you can begin by making just a couple of grants each year," he suggests, "with as little as $1,000. The program can be started districtwide or in selected pilot schools, with the possibility of future expansion."

Funding sources in Pittsburgh have come largely from foundations and local corporations. But small-grant programs are often supported by small businesses and private individuals. Civic groups, service organizations, and PTAs have raised funds through special activities and events.

"Small-grant programs aren't just for large, urban school districts like Pittsburgh," Bergholz says. "You can start one in your own community—whatever its size, location, or economic base."

How To Start a Small-Grant Program

Small-grant programs, Bergholz says, offer probably the best beginning effort for a new local education foundation. They are simple and direct—a good way to get launched.

To start a small-grant program (usually sponsored by a foundation), all you need is school district commitment, an active grants

review committee, a small pool of funds, a program coordinator, and effective publicity.

Bergholz listed six key considerations:

- Discuss your program plan with the local school district superintendent; this should be your first step in planning your program. Support at the district level is essential for securing teacher involvement and administrative cooperation.
- Form a grants review committee at the very outset of your planning process, or, encourage participation on the part of prospective committee members by raising a pool of contributions first, thus presenting committee members with a funded program ready to go.
- Drawing members from the outside community—as opposed to forming a review committee of teachers and school system staff—is essential to achieving fresh insights and bringing nontraditional resources into the schools.
- Remember that the goal of fund raising is more than collecting a certain dollar amount. It's equally important to make contact with any sector of the community that can ultimately help bring resources, insight, and expertise to the schools.
- An enthusiastic and capable coordinator is crucial to the success of your program. One of the most important tasks of the coordinator is to publicize the program with the district staff and with the community at large. Experience in Pittsburgh indicates that the coordinator's job is slightly less than a half-time job for a program that receives about 120 applications and awards 50 grants annually in support of more than 100 schools.
- As much as possible, grants should go to projects that directly involve students.

Bergholz says small-grant programs can also be started by existing nonprofit organizations in a community, such as the Chamber of Commerce or a foundation that supports community-wide development.

The Foundation and Teachers

Teachers play a crucial role in the success or failure of a foundation's effort in the classroom.

Observers of the Mini-Grant Program in Pittsburgh agree that the positive, cooperative relationship between the Allegheny Conference and the Pittsburgh teachers union played an important part in the program's success.

Albert Fondy, the union's president, told the Ford Foundation conference that the program is a morale builder. "The idea that the

grants go directly to the teachers has a tremendous symbolic value that goes beyond the purpose of the project itself," he said.

"The good thing about the program is that it provides an avenue, a route of support, for those teachers who are especially eager to do those things in the classroom that go beyond the usual routine.

"It is very important to maintain morale, especially in times like these in the school system," Fondy explained. "If you maintain the morale of the better teachers, of the more interested teachers, that, to some extent, extends over the whole school system. If you let the morale of the people who are eager erode," he added, "then the quality of the whole school system is going to erode."

The Voice of Experience: Some Do's and Don'ts

What can be learned from the experience of others who have started local education foundations?

In a survey sent to a sample group of school and foundation officials, respondents were asked for advice on launching a foundation. Here is what some of them suggest:

Enthusiastic about her experience, Sandy Thornton, director of the Laguna Beach (Calif.) Education Foundation, says, "Don't wait. Get started now." She also suggests that a newly born foundation hire a director, send out a mailer to parents, and get a volunteer lawyer to fill out nonprofit forms.

Speaking from the experience of a principal, Don Sherrat, Alameda (Calif.) Unified School District, urges principals to support the foundation effort, to attend workshops related to foundation programs, and to be patient. "Don't expect immediate results," he advises.

"Get people involved that you know are workers and who have varied financial sources to tap," Madge Hastings Bauer, board member of the Salem (Oreg.) Schools Foundation, suggests. She also urges that the foundation's board have geographic diversity. And one other thing, she adds: "Don't do anything until you're totally organized."

Helen Troxel, president of the Lafayette (Calif.) Arts and Science Foundation, suggests that new foundations create specific programs to sponsor. "And make sure they are dynamic enough to influence a potential donor," she advises. "Donors," she says, "want to see their dollars working in their child's school."

Troxel thinks it's a good idea to raise funds at and for a specific school. In fact, she says, "you might begin in a pilot school rather than in the entire district. This gives you an opportunity to build your organization slowly."

As for what not to do, Troxel urges foundations to refrain from giving funds to school boards without a definitive plan as to how they will be spent.

Robert E. Fenton, president, Friends of Carmel (Calif.) Unified Schools, suggests that new foundations should become knowledgeable about local trusts and foundations. As a word of caution, Fenton warns, "Don't pool funds with school budgets."

The Salt Lake City School District offers this advice: Decide in advance if a fund-raising program is right for your school district; decide in advance what your fund-raising strategy will be; make the fund-raising effort a broad-based community action program; establish a structure with board-approved policies and procedures; and assign staff to operate the fund-raising program.

As for don'ts, the district said: Don't start fund-raising activities without a plan; don't delegate responsibility to a single individual who has no prior fund-raising experience; don't start fund-raising activities until you have obtained board approval; and don't expect immediate, large-scale success.

Decide at the outset who will be the decision makers—the school board or the foundation board, advises Helen B. Breck, co-founder and past president of the Piedmont (Calif.) Educational Foundation. She also suggests that a process of accountability be developed to set priorities among which programs citizens want to "buy."

To win support in the community, she says, as many people as possible should be involved in presenting the "problem" to the public. "Don't assume citizens know the problem," she warns. "But don't underestimate the reservoir of good will to be tapped if the message is clear." And, she notes, "Don't forget to include faculty, classified staff, senior citizens, and nonparents in the decision-making process."

Key Questions and Answers

The following queries and responses will answer many of the questions being asked by school administrators:

Q. Why have a foundation?
A. A school foundation is the equivalent of a university's development office. There are certain tax advantages for the donor, as well as flexibility to target funds for specific programs in schools. This might not be the case if funds were given generally to a district-controlled fund office.

Q. What are the disadvantages of a foundation?
A. Lack of control by the school board and school management. A

school foundation generally excludes members of the school board and yet has power to influence school programs. Even less clear is the issue of accountability; the foundation may be more accountable to donors than to schools or parents. Finally, there are possible conflicts between the program directions set by foundation funding and those set by the school district.

Q. With the financial problems schools are facing, is it possible to get corporate support for normal programs that have been cut?
A. Corporations don't have the funds to rescue school systems.

Q. Couldn't the school district run the fund and save administrative costs?
A. It is much easier to raise funds if the fund or foundation is independent of the school board. You're seen as less political and not as an extension of the superintendent.

Q. What are the pitfalls to avoid?
A. Make sure your school board is a major ally.

Q. What is the ideal relationship between the superintendent and the school board and the foundation?
A. Independent and supportive. We have an ex-officio representative from the school board on our board.

Q. What percentage of the school foundation board should be teacher and student representation?
A. This causes all kinds of conflicts of interest. It is best to have them as ex-officio members who can't vote.

Q. What's the advantage of a foundation as opposed to the PTA or a similar organization?
A. It's a way to draw in a larger community base and community support.

Q. How can the fundraiser build trust and confidence?
A. First, get people feeling good. Then start with small programs like the mini-grant, where, if you make an error in judgment, it would be only 1 of perhaps 10 grants.

Q. How can we find funding for operational expense?
A. Take advantage of organizations such as the Chamber of Commerce. It may be able to lend you office space. Ask corporation people to act as staff for you.

Q. How long should a fund-raising campaign last? We're trying to raise funds to help rehire some teachers.
A. Set up time lines, usually allowing about one year. But if you're trying to raise money to rehire teachers, that's a serious mistake. Funders won't bail out regular school programs.

Q. Is there a substitute for one-to-one soliciting?
A. No, people give to people.

Q. Is it possible to fold a school foundation into an already existing community foundation?
A. This kind of piggy-backing is a good idea because established organizations lend credibility.

Foundations in Practice: Six Case Studies

The following profiles of six foundations illustrate the wide variety of approaches very different communities are adopting to use the foundation idea to improve education and educational opportunities for their children and young people.

San Francisco Education Fund

Launched in 1976 with crucial financial help from the S. H. Cowell Foundation, this foundation is a private, nonprofit organization that raises money for school programs in San Francisco. Formed to halt deterioration of the city's schools and to provide incentives for improvement, it operates independently of the school district. It is governed by a citizen board of directors.

In 1982, it contributed $500,000 in grants to the city's schools. Revenue is contributed by large and small corporations, local private foundations, and individuals. Grants have been used to purchase supplies, equipment, curriculum materials, people time, transportation, food, plants—almost anything that could be part of an educational experience. Examples: $1,000 for Asian studies and "global awareness" at a high school; $3,000 for after-school theater arts at a middle school; $2,130 for a computer course at another middle school. Teachers submit grant proposals in two grant rounds each year. Projects are never imposed on the schools.

Address: 833 Market St., Suite 1008, San Francisco, Calif. 94102. Phone: (415) 541-0575.

Washington (D.C.) Parent Group Fund

Established in 1981 by a group of concerned lawyers, it raises funds from local and national donors. The money is used to provide

matching grants to "local parent groups" associated with 14 elementary schools and one junior high school. No grants are made to the school district.

It funds enrichment programs such as expanded reading and math programs, field trips, and special tutoring. It is operated by a board of directors composed of parent representatives from each of the fund's participating schools, two corporate funding co-chairmen, and a staff member from the Washington Lawyers Committee for Civil Rights Under Law, who serves as the fund's executive director. In its first year, it contributed $6,500 to participating schools; grants for 1982–83 are expected to total $15,000. No projects are funded if regular school funds are available.

Address: 733 15th St., N.W., Suite 427, Washington, D.C. 20005. Phone: (202) 347-3801.

Laguna Beach (Calif.) Education Foundation (better known in the community as SchoolPower)

Formed originally in 1969 to provide "frills" for Laguna's one high school, one junior high school, and two elementary schools, the foundation was reactivated in 1979 in response to the fiscal crisis facing the district. All contributions are turned over to the school board to be placed in the district's general fund. The foundation has no voice in how the money is used; priorities for allocation are set by the school board.

For 1982–83, the board told the community how it would spend $175,000 if that amount were turned over to the district by SchoolPower. It said, for example, that $70,500 would be invested in the employment of additional teachers "to enhance the visual and performing arts programs throughout the district."

Governed by a 36-member board, SchoolPower raised $100,000 in 1981–82 and expected to raise this much or more in 1982–83. To raise this amount in a city of only 20,000, SchoolPower sponsored innovative programs that attracted attention in the community: a "classic film festival marathon," a highly publicized "all-invited-who-pay-to-register" running event featuring the world's mile record holder, and a surfing film festival.

Here's one of the quotes the foundation uses to gain community support: "To be born with intelligence is a lucky accident. To have a quality school education is a blessed opportunity. To ensure future generations a quality school education is our responsibility." [Note: Parent income level in Laguna is much higher than the national average.]

Address: P.O. Box 19, Laguna Beach, Calif. 92652. Phone: (714) 494-6811.

Dayton (Ohio) Scholarship Fund

Established three years ago to help needy students pay for a college education, this fund is totally independent of the Dayton City Schools. It is directed by the Dayton Area Scholarship Committee, with the school district acting as the fund's fiscal agent. Funding totaled $20,000 in 1981, and $20,000 in 1982, but the total for 1983 was approximately $125,000.

Address: c/o Ruth Richardson, 348 First St., Dayton, Ohio 45402. Phone: (513) 461-3141.

Beverly Hills (Calif.) Education Foundation

Formed to combat the results of Proposition 13 in 1978, it contributed $200,000 to this wealthy community's schools in 1982–83. The district prepares proposals for grants from the foundation, and the foundation decides which ones to approve and to disapprove. Of the $200,000 in grants the foundation approved in 1982–83, $50,000 funded a new mini-grants program for teachers. Teachers submitted their proposals to the district and the district decided which ones to fund.

To raise money, the foundation uses an interesting mix of projects:

- It produces *School Spirit*, an annual publication featuring a parents' guide to the district's schools, a daily calendar of district and school events for the school year, and plenty of advertising from merchants to make the publication highly profitable.
- An annual event honoring a person for his or her special contribution to the community. Tickets are sold at $150 each and celebrity graduates from the district's schools entertain. Attendance has been as high as 1,000.
- The annual celebrity basketball game, which features the police department versus celebrities, raised $4,000 in 1983.

Contributions from the foundation have made it possible for the district to reinstate seven teachers, maintain class size, provide instructional materials and supplies, maintain or replace equipment, hire a mathematics educator-in-residence, and fund a remedial reading program and a writing skills center. In its promotional material to the community, the fund points out that "all contributions are tax deductible." It also features this quote from Benjamin Franklin: "The only thing more expensive than education is ignorance." The foundation claims that more than 100 school districts in California, Washington, Illinois, Nevada, and Connecticut have copied its fund-raising programs.

Address: 292 La Cienega Blvd., Suite 201, Beverly Hills, Calif. 90211. Phone: (213) 659-3152.

The Allegheny Conference Education Fund

Founded in 1979 by the Allegheny Conference, this fund's goal is to promote a wide-range program of support for the city's public schools. A grants review committee composed of the school superintendent, a representative of the teachers union, a member of the Urban League, and corporate representatives determines which grant applications are approved. School principals see the grant applications, but they have no power to veto any awards. The idea is to provide a direct link between the classroom and the private sector. It purposely bypasses the school administrative decision-making process.

In addition to the mini-grants, the fund supports an adopt-a-school program, linking specific businesses and corporations in the city with specific schools. All of Pittsburgh's high schools have developed business and corporation relationships, and similar partnerships are now being built on the middle school and elementary levels. It also supports an educator-in-residence program which brings in nationally known experts on public education issues to meet with the community's leadership to promote interest in the public schools.

Address: 600 Grant St., Suite 444, Pittsburgh, Pa. 15219. Phone: (412) 391-3235.

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For More Information

- Single copies of *Works in Progress; A Report of the School Foundation Movement Conference,* 44 pages, are available at no charge by writing Diane Kommers, San Francisco Education Fund, 833 Market St., Suite 1008, San Francisco, Calif. 94102. The report was prepared by the San Francisco Education Fund.
- Single copies of *Small Grants for Teachers; A Handbook,* 28 pages, published by the Public Education Fund, are available at no charge from Valerie Lies, Public Education Fund, 600 Grant St., Suite 444, Pittsburgh, Pa. 15219. This booklet describes how the Small Grants Program works.
- Information on the new Public Education Fund and its grant program is available by writing the Fund at the above address, or by calling (412) 391-3235.

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